



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

EDUCATION QUALITY & ACCOUNTABILITY OFFICE (EQAO) ASSESSMENTS OF READING, WRITING & MATHEMATICS: PRIMARY & JUNIOR DIVISIONS

“An intelligent Heart Acquires knowledge, and the ear of the wise seek knowledge.” Proverbs 18-15

Created, Draft	First Tabling	Review
November 3, 2015	December 3, 2015	Click here to enter a date.

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INFORMATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity



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A. EXECUTIVE SUMMARY

This report summarizes the results of the Toronto Catholic District School Board (TCDSB) student achievement on the 2014-2015 Assessments of Reading, Writing and Mathematics: Primary and Junior Divisions. Since not all schools in Ontario participated in the 2015 assessment, provincial-level results were not published by EQAO this year. All literacy results show substantial improvement over the last five years in primary and junior reading and writing – approaching or exceeding the provincial goal of 75%. Primary and junior math results remains an area for growth and focus.

B. PURPOSE

This report presents TCDSB results of the Education Quality and Accountability Office (EQAO) Assessments of Reading, Writing and Mathematics: Primary and Junior Divisions. These results will be publicly released on November 18, 2015.

C. BACKGROUND

1. The Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6) are administered to all Ontario students at the end of the primary division (Grade 3) and at the end of the junior division (Grade 6).
2. *“The Ministry of Education is committed to reaching its goal of 75% of all students achieving Level 3 or higher on provincial Education Quality and Accountability Office (EQAO) assessments in reading, writing, and mathematics by the age of 12 or Grade 6.”* Memorandum to Directors of Education from Deputy Ministry, George Zegarac, January 21, 2015.
3. All assessments assess cumulative knowledge and skills and are based on the Ontario Curriculum. Achievement is reported according to the province’s four achievement levels. The provincial standard is Level 3, which corresponds to a 70 to 79 per cent.
4. Due to exceptional circumstances (EC) not all schools in Ontario participated in the 2015 assessment, provincial-level results were not published by EQAO this year.

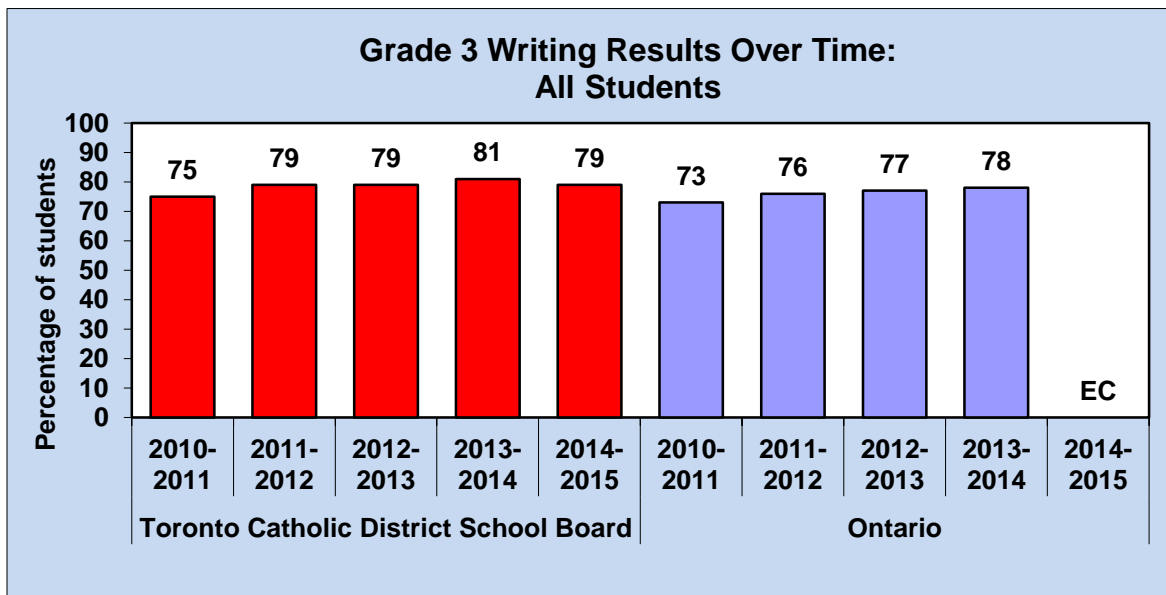
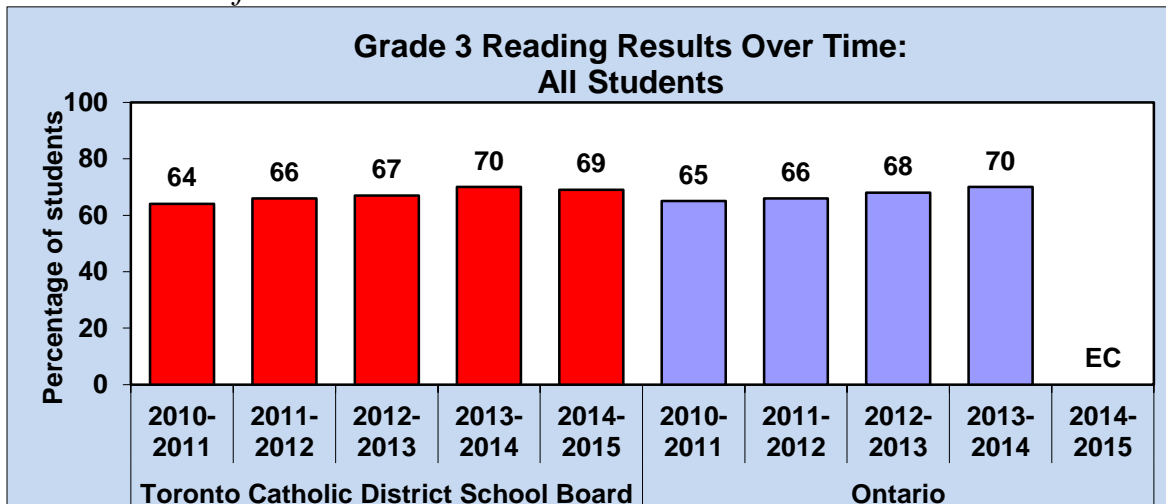
D. EVIDENCE/RESEARCH/ANALYSIS

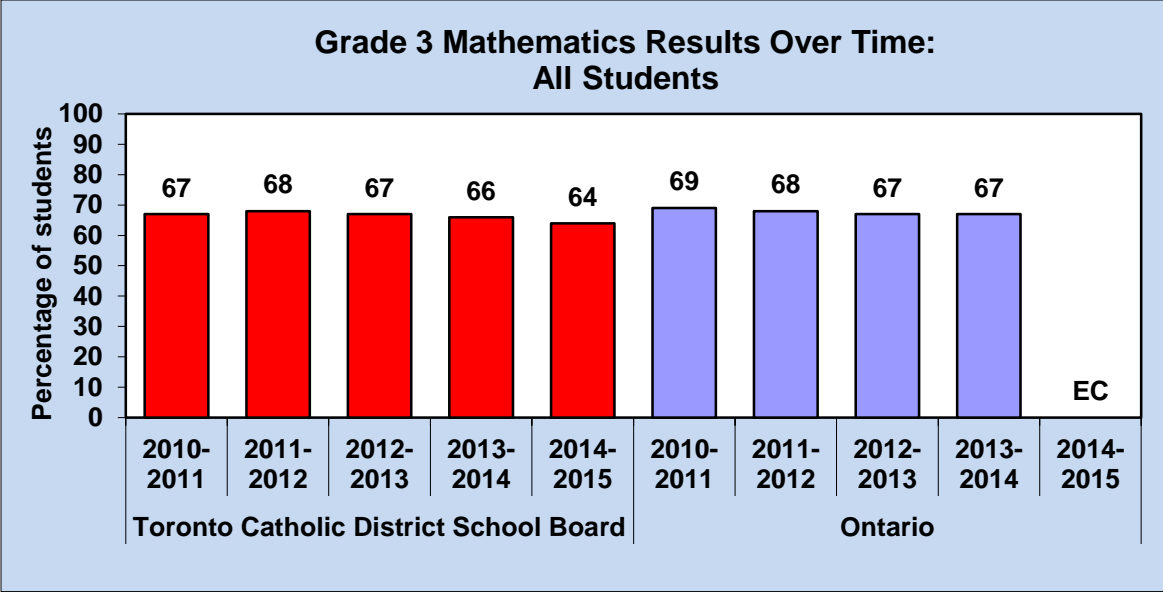
1. PRIMARY DIVISION STUDENT RESULTS OVER TIME FOR TCDSB AND ONTARIO

The following graphs display the percentage of students in the primary and junior divisions at or above the provincial standard (levels 3 and 4) over the past 5 years for both the TCDSB and Ontario.

PRIMARY DIVISION

Total number of TCDSB Grade 3 students in 2014-2015 = 6010



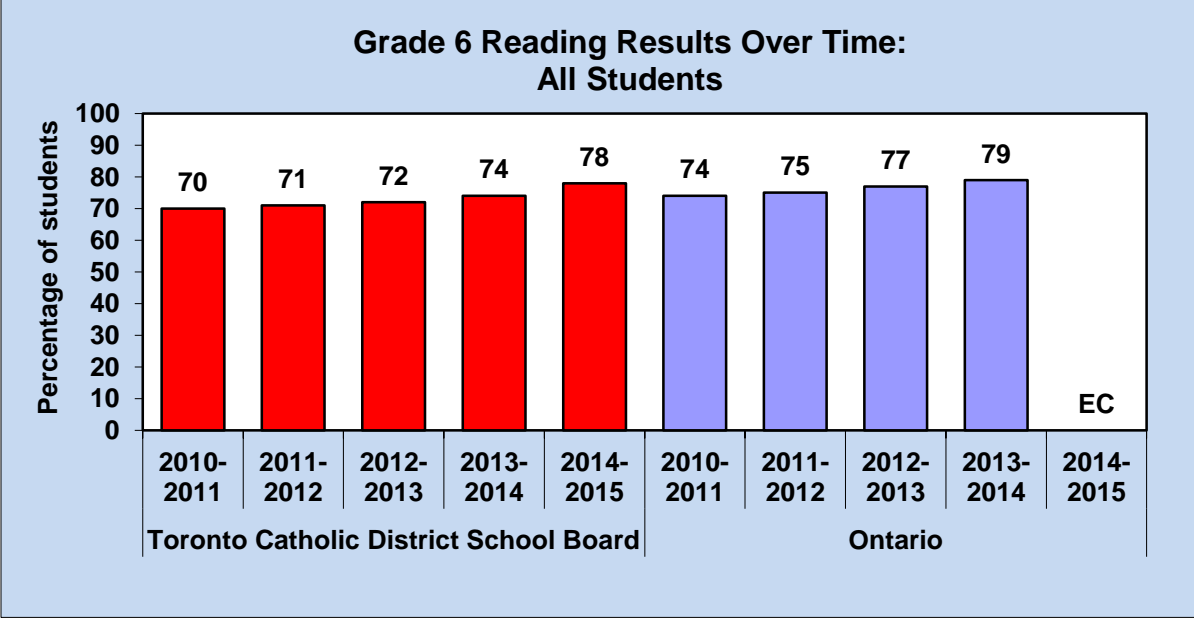


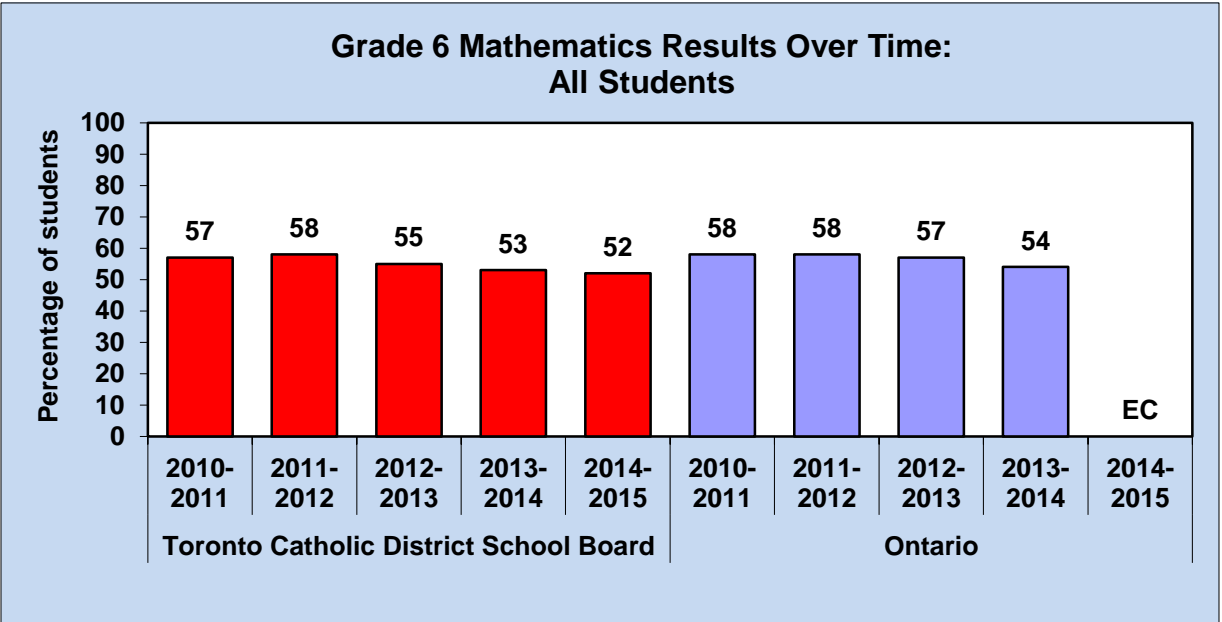
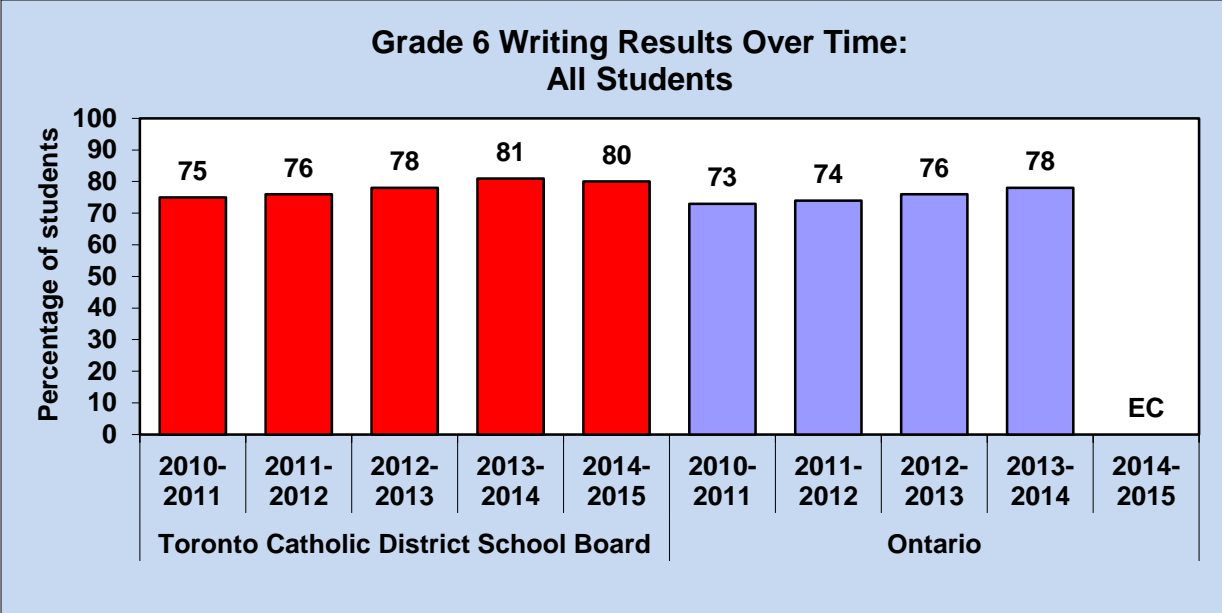
Over the past five years, the percentage of Grade 3 TCDSB students who performed at or above the provincial standard:

- increased from 64% to 69% in reading
- increased from 75% to 79% in writing, and,
- decreased from 67% to 64% in math.

JUNIOR DIVISION

Total number of TCDSB Grade 6 students in 2014-2015 = 6235





Over the past five years, the percentage of Grade 6 TCDSB students who performed at or above the provincial standard:

- increased from 70% to 78% in reading
- increased from 75% to 80% in writing, and,
- decreased from 57% to 52% in math.

E. METRICS AND ACCOUNTABILITY

1. The EQAO assessments help to identify trends in student learning at the school, board and provincial levels, inform improvement planning, and strengthen accountability. Deeper analysis of the results at both the system and school levels are underway and will be used in conjunction with other school-based information to direct individual School Learning Plans and the Board Learning Improvement Plan.
2. *“The Ministry of Education is committed to reaching its goal of 75% of all students achieving Level 3 or higher on provincial Education Quality and Accountability Office (EQAO) assessments in reading, writing, and mathematics by the age of 12 or Grade 6.”*
 - TCDSB students have consistently met the provincial goal in Grade 3 Writing and Grade 6 Reading and Writing. Students in Grade 3 Reading are approaching this goal. Mathematics remains an area of concern.
3. The TCDSB plan to address the literacy and numeracy needs of students in 2015-2016 is included in this report (Appendix A). Additional professional learning opportunities within early years, literacy and numeracy were presented to the Student Achievement Committee at the November 4th, 2015 meeting.
4. Results indicate a significant concern in regards to student achievement in the area of mathematics. The action plan below outlines immediate steps that will be taken during the 2015-2016 school year to address these concerns:

A) Mathematics Action Plan

- 1) **A sharing of our new TCDSB mathematics strategic plan that highlights a “Balanced Mathematics Instruction K-8”** (Appendix B). A balanced mathematics program includes the following:
 - a) Basic facts and operational skills
 - b) Purposeful practice
 - c) Teaching through problem solving
 - d) Variety of instructional practices to meet the needs of students
 - e) Intentional use of manipulatives, technology and other appropriate resources

- 2) **Decentralized approach for the delivery of professional learning related to the school's urgent *student learning need*.** Principals as instructional leaders will lead the professional learning sessions related to improvement in the area of student need. Code days will be differentiated based on need and the Area Superintendent visits will focus on the Professional Learning Plan and the evidence of success related to their stated goals. Superintendents will look for evidence of movement amongst marker students and the impact of instructional strategies used to support this movement. The sharing of the strategies and the approaches will be highlighted during Area Principal meetings.
- 3) **Professional learning for Principals in the area of mathematics.** Our resource staff will coordinate professional learning sessions for Principals specifically outlining what Principal instructional leaders will need to know in order to address the learning needs of their students.
- 4) **JUMP Math Pilot Program.** 13 elementary schools will continue to receive resources and professional learning sessions as they implement the JUMP Math program into all grade 1-8 classrooms. Research will be involved providing teacher surveys along with the analysis of data to determine the success of the program in these schools.
- 5) **EQAO Professional Learning Sessions.** EQAO sessions specifically for Principals will be offered with a focus on primary and junior mathematics. The session will involve intensive data analysis based on the EQAO results and targeted resources to address specific strands that need to be addressed.
- 6) **Additional Qualifications Courses.** Continue to support financially the completion of Additional Qualifications for teachers in the area of mathematics.
- 7) **Tutors in the Classroom.** A Ministry funded Tutors in the Classroom will be assigned to schools as an additional classroom support to address the challenges students are experiencing in the area of numeracy.
- 8) **Numeracy and Literacy Coaches.** The use of numeracy and literacy coaches for grades 6, 7 & 8 specifically placed by area Superintendents to support schools with an urgent student learning need in numeracy and literacy.

- 9) **After School Numeracy Program.** Schools that are struggling in the area of primary and junior math will be encouraged to implement the After School Numeracy Program at their school. With 60 programs available the hope is that the majority of these after school programs will be devoted to primary and junior mathematics.
- 10) **Home School Connection.** Parents play an important role in the academic success of their child. Mathematics resource staff will suggest to schools appropriate parent resources in mathematics and also provide electronic mathematic resources that support a home-school connection. These parent math resources (i.e. Math GAINS, Homework Help, EQAO sample questions, Doing Mathematics with Your Child K-6, Prodigy, etc.) will be housed on the board departmental mathematics web page.
- 11) **Additional professional learning opportunities** as highlighted within the Professional Development Plan report K-12. This report was submitted to the Student Achievement Committee at the November 4th, 2015 meeting.

B) Mathematics Action Plan: Accountability

- 1) Analysis of the EQAO results at both the system and school levels will continue with other school-based information to direct planning and support accountability.
- 2) Staff are moving towards a decentralized model of professional learning, with resource support provided on a differentiated basis to schools based on student need and the Board has begun to move toward a balanced mathematics approach. Feedback will be gathered at critical points to learn about the implementation of the Mathematics Action Plan across our Board and to identify ways in which it can be further supported and strengthened.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board and.